DOCUMENT RESUME

ED 478 936 EC 309 697

AUTHOR	Chen, Deborah; McLean, Mary; Corso, Rob; Bruns, Deborah
TITLE	Working Together in Early Intervention: Cultural Considerations in Helping Relationships and Service Utilization. Technical Report.
INSTITUTION	Illinois Univ., Urbana. Early Childhood Research Inst. on Culturally and Linguistically Appropriate Services.
SPONS AGENCY	Special Education Programs (ED/OSERS), Washington, DC.
REPORT NO	CLAS-R-11
PUB DATE	2001-07-00
NOTE	60p.
CONTRACT	H024560006
AVAILABLE FROM	CLAS Early Childhood Research Institute, 61 Children's Research Center, 51 Gerty Dr., Champaign, IL 61820 ($7.50). Tel: 800-583-4135 (Toll Free). For full text: http://clas.uiuc.edu/ publications.html.
PUB TYPE	Reference Materials - Bibliographies (131) -- Reports - Research (143)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS
DESCRIPTORS	Attitudes toward Disabilities; Cultural Awareness; *Cultural Influences; *Delivery Systems; *Disabilities; Diversity; Early Childhood Education; *Early Intervention; *Family Characteristics; Family Involvement; *Family Programs; Helping Relationship; Infants; Intercultural Communication; Language Role; Minority Groups; Parent Attitudes; Toddlers
IDENTIFIERS	*Service Utilization

ABSTRACT

In this report, shifts underway in early intervention (EI) from a professional-centered to a more family-centered model of service delivery are documented. The demographic changes in the past decade of young children and families receiving EI services (e.g., teen parents, children with more complex developmental and medical needs), in addition to prominent changes in the numbers of families immigrating from culturally and linguistically diverse backgrounds, are discussed as a critical determinant of establishing a helping relationship with families of young children with disabilities. (Chen, 1997). In EI, as in other fields, the literature generally supports the hypothesis that ethnicity is a major determinant of service under-utilization. This report first discusses attributes that support the development of helping relationships between families and professionals. Then, characteristics of families are reviewed that are known to affect a family's choice to utilize services. In the final section, suggestions are provided for promoting effective helping relationships and increased service utilization of families from diverse cultural and linguistic backgrounds. The report includes extensive references, an annotated bibliography, and a list of available resources from the CLAS Web site. (Author/SG)

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Technical Report #11

Working Together in Early Intervention: Cultural Considerations in Helping Relationships and Service Utilization

Deborah Chen
Mary McLean
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July 2001

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Culturally & Linguistically Appropriate Services
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The CLAS Institute is funded with federal funds from the U.S. Department of Education, Office of Special Education Programs, under contract number H024560006. The content of this publication does not necessarily reflect the views or policies of the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

Graphic Designers: Selena Douglass & Jason Smith
Editors: Felicia Gooler & Mariellen Gilpin

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Although the shift is underway in early intervention (EI) from a professional-centered to a more family-centered model of service delivery, the change has been gradual in nature. Along with this shift, the past decade has seen a change in the demographics of the young children and families receiving EI services (e.g., teen parents, children with more complex developmental and medical needs). Additionally, the country has seen prominent changes in the numbers of families from culturally and linguistically diverse backgrounds. Understanding and responding to these changes is especially critical when the professional is establishing a helping relationship with families of young children with disabilities who are from cultural and linguistic backgrounds different from their own (Chen, 1997). In EI, as in other fields, the literature generally supports the hypothesis that ethnicity is a major determinant of service underutilization. This report first discusses attributes that support the development of helping relationships between families and professionals. Then, characteristics of families are reviewed that are known to impact a family's choice to utilize services. In the final section, suggestions are provided for promoting effective helping relationships and increased service utilization of families from diverse cultural and linguistic backgrounds.

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Introduction

The current emphasis on fostering relationships between families and professionals represents a philosophical shift from families as passive recipients of services to families as active decision-makers in partnership with professionals. Within the early intervention (EI) service system, this change in orientation requires a re-examination of the professional's role within the context of this type of helping relationship (Able-Boone, 1996; Kalmanson & Seligman, 1992). Further, this relationship is a multifaceted one and merits the attention of early intervention professionals, administrators, and personnel trainers.

Although the shift is underway in early intervention from a professional-centered to a more family-centered model of service delivery, the change has been gradual in nature. Programs continue to vary in their definition, interpretation, and implementation of family-centered services (Dunst, Johanson, Trivette, & Hamby, 1991; Trivette, Dunst, & Hamby, 1996). Along with this shift, the past decade has seen a change in the demographics of the young children and families receiving early intervention services (e.g., teen parents, children with more complex developmental and medical needs). Additionally, the country has seen prominent changes in the numbers of families from culturally and linguistically diverse backgrounds (Lowenthal, 1996; Lynch & Hanson, 1998; Vincent, 1992). Understanding and responding to these changes is especially critical when the professional is establishing a helping relationship with families of young children with disabilities who are from cultural and linguistic backgrounds different from their own (Chen, 1997). Efforts are underway to address this issue but it also must be recognized as an ongoing process (Lynch & Hanson, 1998). The effectiveness of family-centered service delivery models has yet to be validated with families receiving early intervention services, including families from the mainstream culture as well as families from diverse cultural groups (Sontag & Schacht, 1994).

The demographic changes described above have also corresponded with the introduction of new service approaches in early intervention. For example, Rueda and Martinez (1992) describe a community-wide effort to increase participation of Latino families with children with developmental disabilities in a parent training program. A number of program components were modified (e.g., information was provided in Spanish, related social services were integrated into the existing service delivery system) in order to meet the needs of these families. Projects such as this demonstrate the need to provide

If the unique needs of families are not considered in program development, families may experience conflicts with professionals and may be less likely to participate in services.

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culturally sensitive and relevant services. Importantly, if the unique needs of families are not considered in program development, families may experience conflicts with professionals and may be less likely to participate in services.

The helping relationship between families and professionals in early intervention is an evolving phenomenon based on the dynamic and reciprocal quality of relationships and the ever-changing needs of the child and family.

In early intervention, as in other fields, the literature generally supports the hypothesis that ethnicity is a major determinant of service underutilization (Correa, 1989, 1992; Lynch & Hanson, 1998; Orlansky & Trap, 1987). However, a host of other factors, some related to culture and ethnicity (e.g., beliefs about health and wellness, conceptualizations about disabilities) and others not (e.g., age, educational level), may also affect the degree to which services will be accessed and utilized (McLean, 1997).

Most studies in the area of service utilization address a particular group of people with a common racial or cultural background. The purpose of such studies is to attempt to identify why services may be underutilized, to identify needed changes to the service delivery systems, and to suggest strategies and practices which will result in higher levels of service utilization. This framework is an important starting point to examine the issues surrounding service utilization of culturally and linguistically diverse families in the early intervention system.

This report first discusses attributes that support the development of helping relationships between families and professionals. Then, characteristics of families that are known to impact a family's choice to utilize services are reviewed. In the final section, suggestions are provided for promoting effective helping relationships and increased service utilization of families from diverse cultural and linguistic backgrounds.

This report should be interpreted with two cautions. First, the helping relationship between families and professionals in early intervention is an evolving phenomenon. It is based on the dynamic and reciprocal quality of relationships and the ever-changing needs of the child and family. Second, what may be helpful to one family of a particular culture may not apply to another family of a similar background. It is important to consider that characteristics and preferences attributed to any cultural group may not generalize to all members of that culture. With this in mind, the intent of this discussion is to highlight the complexity of the helping relationship, identify factors influencing service utilization, describe potentially effective strategies, and emphasize the need for thoughtful and individualized approaches to working with families of young children with disabilities.

Supporting the Development of Helping Relationships

As an underlying tenet of early intervention, the helping relationship refers to mutual understanding and collaboration between families of young children with disabilities and the professionals who work with them. Professionals endeavor to build a relationship with each family that supports the child's development, facilitates the family's access to needed services, and strengthens the family's overall functioning.

This type of helping relationship is one in which the professional assumes the role of help-giver to the family's role of help-receiver: the help-giving relationship. Dunst and Trivette (1989) identified the following attributes of effective help-givers in early intervention: (a) interacting with families in a positive, proactive, and respectful way; (b) having confidence in the families' abilities to identify their needs, goals, and necessary supports; (c) providing opportunities for families to develop necessary competencies; (d) sharing information so families can make informed decisions; and (e) supporting family decisions.

Similarly, Trivette and colleagues (1996) have reported that the helping relationship is more empowering to the help-receivers when the help-givers redefine their professional role and corresponding practices to involve help-receivers in making decisions.

A number of overlapping and interrelated issues and personal characteristics of both the help-giver and help-receiver influence this type of helping relationship, including family structure, the age of the help-receiver, and expectations about early intervention services and outcomes. In addition, the cultural and linguistic background of professionals and the families they serve can affect an individual family's desire to form a helping relationship with early intervention professionals. The following are several of the most critical issues in forming an effective helping relationship between families and early intervention professionals.

Roles and Expectations

A professional's perception of and behavior toward families is based on the unique interaction of his or her personal, professional, and agency cultures. A professional's interpretation of his or her responsibilities as help-giver may not match the needs of a particular family. For instance, interview procedures and other standard program practices may need to be adapted to show respect and build trust with a family (Dennis & Giangreco,

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1996). Further, European Americans tend to be informal and establish relationships quickly, while families from other cultures often need time and several contacts to become comfortable with professionals (Correa, 1992; Lowenthal, 1996). In addition, professionals continue to have difficulty releasing the more expert, authoritative role and developing a more collaborative, helping type of relationship with families (Able-Boone, 1996; Harry, 1992). This imbalance in the family-professional relationship is reinforced when professionals are perceived as higher in status than families because of their cultural or linguistic background and/or their knowledge and technical skills (Sileo, Sileo, & Prater, 1996).

A family's values, beliefs, life experiences, and culture also contribute to how they view and interact with professionals or other individuals in positions of authority.

Implementing a family-centered model does not imply that professionals should assume a passive role and withhold clinical judgements, relevant information, and professional recommendations when collaborating with families. Rather, professionals should share their knowledge and expertise in ways that do not interfere with a family's ability to be the ultimate decision-maker for their child.

A family's values, beliefs, life experiences, and culture also contribute to how they view and interact with professionals or other individuals in positions of authority. For example, although common practices in early intervention, family-professional collaboration and shared decisions may be unfamiliar practices to families from a number of groups, such as families from Asian, Hispanic, and Native American backgrounds. Individuals from these cultural groups often view professionals as experts and defer to their expertise (Chan, 1998; Correa, 1989; Dennis & Giangreco, 1996; Lynch & Stein, 1987; Schwartz, 1995).

It is also important to remember that each cultural group's beliefs stem from somewhat different origins. Deference to authority may be due to a variety of life experiences and/or community standards. In a study by Schwartz (1995), Asian-American families interpreted teacher efforts to enlist their participation in their children's education as a sign of incompetence. Within many Hispanic families, needing outside assistance is viewed as a last resort since extended family and community members are considered the primary resources for support and other types of assistance (Harry, 1992; Rothenburg, 1995; Sileo et al., 1996; Zuniga, 1998).

Many Native American families tend to view agencies and programs of the dominant European American culture with suspicion and distrust (Nelson, Smith, & Dodd, 1992; Orlansky & Trap, 1987). African-American families may have a similar mistrust of professionals and the services system they represent (Tillman & Ford, 1996; Willis, 1998).

In line with these observations, a number of studies have examined collabora-

tion between parents and professionals in early intervention. Although not specifically examining differences due to cultural variables, the results are worthy of review. A consistent finding of these studies was a difference in perceptions between parents and professionals in a number of underlying roles and expectations in their relationship (Dinnebeil & Rule, 1994; Dinnebeil, Hale, & Rule, 1996; Filer & Mahoney, 1996; McBride, Brotherson, Joanning, Whiddon, & Demmitt, 1993; Minke & Scott, 1995).

For example, in their study of early intervention professionals and newly referred families in Iowa, McBride et al. (1993) found that "...professionals...did not as clearly articulate their belief in practices that enhance the competence and well-being of the family" (p. 428). It is important to note that parents were largely satisfied with the services they and their young children with disabilities were receiving, but had some concerns about their interactions with early intervention professionals.

Personality Characteristics and Behavior

An additional variable affecting the helping relationship is associated with specific personality characteristics and their behavioral manifestations. In a study by Dunst, Trivette, and Johanson (1994), parents and early intervention professionals identified a list of characteristics for successful relationships. Trust, respect, and open communication were perceived as the most important characteristics. Two studies by Dinnebeil and colleagues (1994, 1996) demonstrated similar findings. Dinnebeil and Rule (1994) recommend that early intervention professionals look beyond the demographic characteristics of the families they serve and work with families using methods and behaviors consistent with a family-centered approach.

Other studies have highlighted this aspect of family-professional relationships. They echo the need to treat each family as unique and strive to match interactions and communication patterns with family preferences (DeGangi, Wietlisbach, Poisson, Stein, & Royeen, 1994; Wesley, Buysse, & Tyndall, 1997).

In addition, Dinnebeil, Fox, and Rule (1998) further explored characteristics related to effective communication between parents and early intervention service coordinators. They found that a number of basic interpersonal skills directly influenced perceptions of effective relationships, such as showing respect and concern, and following through on plans or decisions. These findings are particularly salient when families are from a different cultural or linguistic group than the early intervention professional(s) providing services. Negotiations will need to be made in order to aid mutual understanding and to foster the helping relationship. Without attention to the unique beliefs and practices of individual families, professionals may overlook potentially critical differences in communication styles and personality variables influencing interactions (DeGangi et al., 1994).

Worldview Differences

Worldview is a concept that describes how each individual perceives the world based on his or her roles, values, and beliefs. These, in turn, guide behavior and practice. Individuals who share a similar cultural heritage and similar life experiences will frequently share similar worldviews.

Families with children with disabilities and the professionals working with them often have different or conflicting worldviews due to education level, life experiences, and/or cultural background.

In special education in general, and early intervention in particular, families with children with disabilities and the professionals working with them often have different or conflicting worldviews due to education level, life experiences, and/or cultural background (Harry, 1992; Lynch & Hanson, 1998). The family's perception of disability and expectations for their child may be contrary to those of the professionals on the child's team (Bennett, Zhang, & Hojnar, 1998; Groce & Zola, 1993). For example, the family may view their child's disability as a circumstance of life and prefer to accept their fate without any outside intervention (Sileo et al., 1996). Similarly, child-rearing and parenting practices typically reflect a family's cultural history, values, and community (Lynch & Hanson, 1998; McCollum, Yates, Ostrosky, & Halle, 1997).

An additional value that might be in conflict between families and professionals is a collectivistic versus individualistic orientation. Some worldviews emphasize the interdependence of group members while others focus on the individual. A potential challenge is reconciling two potentially conflicting worldviews as in the case of families from diverse groups and typically European American professionals (Chan, 1998; Lynch & Hanson, 1998).

This difference in orientation may influence the quality of interactions between families and professionals (Harry & Kalyanpur, 1994; Kalyanpur & Harry, 1999; Sileo et al., 1996). However, it appears likely that if families do not play an active role in determining their own intervention needs, they may be less likely to participate in services, and conflicts with professionals may be more likely to occur.

Factors Influencing Service Utilization

Professionals who work directly with families are in a unique position to influence a family's choice to access and participate in services. Service utilization refers to the extent to which services are accessed and used by the individuals in need of those services. Underutilization of services is a concern because it means that needs of the child and/or family are not being met (Walker, Saravanabhavan, Williams, Brown, & West, 1996). To the extent that programs are not reaching their target population, they are lacking in program effectiveness. To this end, service utilization has been extensively studied in the social services, health services, and mental health services areas (Orlansky & Trap, 1987; Rodriguez, 1987; Rothenburg, 1995).

In early intervention, there has been a corresponding emphasis on the study of factors influencing service utilization. Even though Part C of the Individuals with Disabilities Education Act (IDEA) states that special efforts should be made to reach typically underserved populations, Arcia and Gallagher (1993) found that only one-third of early intervention programs in the U.S. collected the necessary socioeconomic and demographic data to allow service providers, administrators, and policy makers to monitor the availability and utilization of services by underserved groups. In a follow-up report, Arcia, Keyes, Gallagher, and Herrick (1993) identified a number of policies to promote increased utilization. These policies focus on reducing barriers for families, specifically for working parents and those from diverse ethnic groups, and increasing the range of available choices. What follows are factors, such as those described by Arcia and colleagues, that have been found to influence service utilization in early intervention and allied social service fields.

Availability and Types of Programs and Services

The overall design of the service delivery system has a direct impact on service utilization. Sosa (1996) found that segmented or decentralized services influenced both access to and utilization of educational services by Hispanic parents for their children. Utilization rates were higher when services were centralized in a single location. Moving to a "one stop shopping" approach may increase the likelihood of some families using services, as compared to a more fragmented approach to service delivery. Working families may find it particularly difficult to keep appointments with professionals at various locations owing to their busy schedules. Additional considerations include the distance to services, availability of transportation,

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FACTORS INFLUENCING SERVICE UTILIZATION

and access to reliable childcare. Child care is often needed for siblings during therapy sessions, play groups, etc. while the child with disabilities and a caregiver attend (Rueda & Martinez, 1992).

Another issue relates to the intensity of services and service options. Families may not prefer available options or may not have enough information in order to make a decision among available options. Further, ideal and actual levels and types of services may not be the same. A number of studies have indicated that parents of young children with disabilities do not always receive the amount of services they desire (e.g., Filer & Mahoney, 1996; Wehman, 1998). This may lead to reduced participation or changing programs. Issues such as these are particularly salient for families from diverse cultural and linguistic groups (Sontag & Schacht, 1994).

Without a background in the EI service delivery system and a corresponding understanding of service options, families may withdraw from services or defer to professionals rather than voice their own preferences.

Without a background in the early intervention service delivery system and a corresponding understanding of service options, families may withdraw from services or defer to professionals rather than voice their own preferences.

Recency of Immigration/ Acculturation/Language Differences

Service utilization appears to increase with the amount of time families are in the United States. Recent immigration decreases the likelihood of accessing and utilizing services (Rodriguez, 1987; Sosa, 1996). Recent arrivals may not have familiarity with the service delivery system and often need to focus on other, more basic priorities, such as securing employment or housing, before accessing the early intervention system. Further, depending on a family's background and available resources, services for their child with disabilities may be an unfamiliar concept. A language barrier may also exist when the family communicates in its native language and professionals in their community speak only English.

The absence of interpreters is frequently cited as a problem (Lequerica, 1993; Lynch & Stein, 1987; Rueda & Martinez, 1992; Smith & Ryan, 1987). Difficulties with communication often lead to a lack of understanding about available services and difficulties in establishing rapport between families and professionals providing services. A number of initiatives have been developed (e.g., Vincent, 1992; Yonemitsu & Cleveland, 1992) yet challenges remain around issues such as recruiting trained bilingual/bicultural staff, as these individuals are often small in number and often lack a background in the field (Ohtake, Fowler, & Santos, 1997).

Age, Background, and Discipline of Early Intervention Professional

A number of demographic factors are known to influence rates of service utilization including (a) the age of the service recipient and service provider (b) the highest level of formal education, and (c) household composition. For example, teen mothers are more likely to underutilize services. In addition, as a group, individuals with less formal education and single parent families, particularly those with a female head of the household, are less likely to access and use services. As Arcia et al. (1993) and Kochanek & Buka (1998) discovered, these factors also affect service utilization in early intervention. The discipline of the professional providing services has also been found to have an effect. Trivette and colleagues (1996) reported that families felt more in control with social workers and early intervention professionals compared to medically oriented professionals (e.g., nurses, physical therapists).

Finally, cultural differences between service providers and service recipients have been shown to negatively affect service utilization patterns. Cultural clashes, misunderstandings, and miscommunications may arise and produce reluctance on the part of both parties to have families access or continue participation in services. The literature contains examples of culturally insensitive services and resulting conflicts between those providing and receiving services (O'Connor, 1991; Rueda & Martinez, 1992; Smith & Ryan, 1987).

In studies with a number of diverse Latino groups, a preference for more informal, community-based support services was found (Delgado, 1992; Krajewski-Jaime, 1991; Rodriguez, 1987). Rodriguez (1987) also points out that recognizing the need for services or outside assistance was necessary before families would actively pursue and access services. Further, in Hispanic groups, an understanding of the family and the impact of a child with a disability are necessary to enhance service utilization as well as family-professional relationships (Gonzalez Alvarez, 1998).

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Strategies for Working Together in Early Intervention

With the potential barriers identified professionals, administrators, and personnel trainers have the opportunity to develop new approaches to delivering early intervention services to culturally and linguistically diverse families. The next step is to use this information to make changes to existing service delivery systems and early intervention practices. Some of these changes are geared toward early intervention professionals providing services to families, program level change, and system level change. Yet, all of these changes are needed to better meet the needs of the families served in early intervention. The following section offers strategies for improving helping relationships and positively impacting families' decisions to access and utilize early intervention services.

Acknowledge and Respect the Uniqueness of Each Family System

Perhaps most importantly, early intervention professionals must be knowledgeable about and respectful of diverse family systems. The characteristics of the family system are influenced by the family's cultural values (Chan, 1990; Dennis & Giangreco, 1996; Lynch & Hanson, 1998). For example, members of traditional Asian and Southeast Asian families often have clearly defined roles, responsibilities and privileges within a social hierarchy that emphasizes a patriarchal structure with the mother as the primary caregiver (Chan, 1998; Cleveland & Meyers, 1994). In traditional Hispanic culture, the concepts of "familia" and "familismo" (familism) emphasize the family unit, include the extended family, and reflect a life commitment to the family system support network (Gonzalez Alvarez, 1998; Harry, 1992; Rothenburg, 1995). Traditional Hispanic, Asian, Indochinese, and African-American families tend to be extended and multigenerational (e.g., Groce & Zola, 1993). The traditional Native American family system is usually composed of clans or several households of relatives (Joe & Malach, 1998; Orlansky & Trap, 1987). Families from Middle Eastern countries come from a tradition of large extended family networks (Kulwicki, 1996; Sharifzadeh, 1998). The uniqueness of each of these family structures must be understood and respected. Preservice and inservice training must stress this aspect of the helping relationship and offer opportunities for examining cultural differences and their impact on the provision of early intervention services.

Develop a Personalized, Informal Helping Relationship

In their family stories, parents of children with disabilities of European origin identify individual professionals who were sensitive, respectful, informative, and helpful (Featherstone, 1980). Similarly, families from diverse cultural backgrounds are more likely to develop a trusting relationship with a professional who assumes the role of an informal help-giver versus the role of a formal, impersonal representative of an agency or school program (Chan, 1998; Harry, 1992; Shapiro & Simonsen, 1994; Sharifzadeh, 1998). In addition, families from culturally or linguistically diverse groups prefer personal contact and ongoing communication regarding their children's education (Harry, 1992; Schwartz, 1995; Sileo et al., 1996; Sontag & Schacht, 1994; Tillmann & Ford, 1996). In most cases this will correspond to practices of early intervention professionals from the mainstream culture, but modifications may be needed on a case-by-case basis. For example, in some cultures, the father is considered the head of the household and makes decisions for family members, while in others, the oldest female member of the household holds this position of authority.

Gather and Provide Information in Culturally Appropriate/Responsive Way(s)

Cultural values are reflected in the ways families interact with professionals. For example, the traditional Hispanic values of respeto (respect), dignidad (dignity), honor (honor), confianza (trust), personalismo (personalism), and bien educado (well-mannered) guide interpersonal behavior (Harry, 1992; Rothenburg, 1995; Shapiro & Simonsen, 1994; Zuniga, 1998). These values emphasize a respectful and personal interaction style that builds trust in a helping relationship. Direct communication, probing questions, and requirements for quick decisions may be offensive to some families from traditional Hispanic, Native American, and Asian backgrounds (Chan, 1998; Gonzalez Alvarez, 1998; Hanson, Lynch, & Wayman, 1990; Harry, 1992; Orlansky & Trap, 1987). Recent immigrants may not provide accurate information about family background or issues related to their child's disability, fearing negative consequences that were common from individuals in positions of authority in their homeland. Some families will

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make their concerns and needs very clear while others may use a more indirect style (Lowenthal, 1996). However, if professionals assume a dominant role in conversations, the very nature of interactions between families and professionals can place the family in a position of less than equal status. The charge to professionals is to adopt a "posture of cultural reciprocity" (Kalyanpur & Harry, 1999), and a willingness to gain an understanding of a family's worldview in order to create a true helping relationship with individual families from diverse cultural and linguistic backgrounds.

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Recruit, Hire, and Train Bilingual/Bicultural Staff

The availability of appropriately trained bilingual/bicultural staff provides an invaluable resource and plays a key role in creating trust between families and professionals (Chan, 1990; Lenz & Contrucci, 1992; Lynch & Stein, 1987; Mokuau & Tauili'ilii, 1998; Orlanksy & Trap, 1987). A number of successful programs are reported in the early intervention and special education literature including (a) training bilingual/bicultural family liaisons to work with Puerto Rican families (Harry, 1992), (b) hiring Hispanic bilingual/bicultural paraprofessionals to work with monolingual Spanish-speaking families (Vincent, 1992), (c) training bilingual/bicultural parent leaders from the Chinese, Korean, and Vietnamese communities to facilitate the development of parent support groups (Chan, 1990), and (d) training bilingual/bicultural Cambodian, Hmong, Laotian, and Vietnamese individuals to provide case management and early intervention services to families from their communities (Cleveland & Meyers, 1994; Yonemitsu & Cleveland, 1992). It is important to remember that efforts such as these are often the result of community collaboration and participation of multiple agencies or organizations.

In order to fully utilize the services offered by bilingual/bicultural staff, these individuals must be aware of their own cultural beliefs and values regarding early intervention services and evaluate their perspectives about the services the families they are assisting will be receiving. As noted by Lequerica (1993) in her discussion of the need for trained advocates to work with Spanish-speaking immigrant families, "Interpretation of the system to the client and the client to the system can best be handled by a bilingual, bicultural provider, one who is able to build personal and cultural bridges for the client's adaptation, survival, and adjustment" (p. 550). Helping relationships can only be strengthened when they are built on common goals and expectations. In turn, service utilization should increase with a greater understanding of available

services and programs as described by trained bicultural/bilingual early intervention staff.

Create Alliances with Community Leaders and Community "Help-Givers"

The literature offers a number of strategies for encouraging the participation of community leaders as cultural mediators or guides to facilitate improved communication and understanding between professionals and families (Lynch & Hanson, 1998). These individuals can serve several roles. First, cultural brokers can provide professionals with insights concerning community beliefs, values, communication styles, and healing practices (Chan, 1998; Dennis & Giangreco, 1996). Second, community help-givers can offer families information about programs and services in a more culturally sensitive manner (Lynch & Stein, 1987). Third, these individuals can serve a number of outreach functions in order to bring families and the professionals who serve them closer together in reaching desired outcomes for children with disabilities.

Match Services to Family Needs and Provide Choices

It is important to remember that regardless of trained bilingual/bicultural staff and cultural brokers, issues remain concerning accessibility of services. Families receiving early intervention services often face a daunting array of providers, services, and agencies. For families from diverse cultural backgrounds, these issues may be particularly intimidating (DeGangi et al., 1994). It is critical to provide the means to facilitate participation whether it is by providing incentives (e.g., financial, reimbursement for transportation, childcare for siblings), flexible scheduling, or the availability of other community-based resources.

Agencies and programs must focus on goals and benefits for participation "...that the parent themselves would perceive as desirable" (Fallon & Harris, 1992, p. 143). If the incentives and program outcomes are not the same as what families perceive as important, participation may be reduced. As suggested earlier, a number of cultural groups value a more interdependent, collective approach to interactions and lifestyle (Chan, 1998; Joe & Malach, 1998; Zuniga, 1998) while the European-American service system typically stresses independence and self-sufficiency. If these differences are not acknowledged and planned for, individuals from diverse groups may choose not to access services and programs that could help meet the needs of their child and family.

The literature offers a number of strategies for encouraging the participation of community leaders as cultural mediators or guides to facilitate improved communication and understanding between professionals and families.

STRATEGIES FOR WORKING TOGETHER IN EARLY INTERVENTION

Thus, matching available services and resources to the needs and preferences of families is a critical step in the helpgiving process. It is imperative to encourage families to share their preferences and priorities in order to facilitate effective relationships and ensure participation in services. A number of authors have discussed this aspect of service utilization and highlight the necessity of including families as valued members of the early intervention team (Brinker, 1992; Roberts, Rule, & Innocenti, 1998). Yet, these authors also caution that professionals must also realize that each family is unique and will prefer different amounts and types of participation. As Brinker (1992) suggests "Where there are differences of perception and priority between the family and intervention teams, these differences should be negotiated as part of the construction of a systems view of the child's needs" (p. 328). It is also important to include families as an integral part of the early intervention service delivery system. This will mean different things with different families, but all efforts should be directed toward families being comfortable with services and with the professionals providing these services.

Matching available services and resources to the needs and preferences of families is a critical step in the helpgiving process.

"Where there are differences of perception and priority between the family and intervention teams, these differences should be negotiated as part of the construction of a systems view of the child's needs."

Families from the same cultural or linguistic group are similar as well as different from each other. A "one size fits all" approach to sharing information and providing services is not suitable. Recognizing intragroup differences is as important as intergroup differences (Lynch & Hanson, 1998). Encouraging the helping relationship and matching services to family needs and preferences are necessary steps to ensure the best possible outcomes for young children with disabilities and their families. It is imperative to match services in a manner that acknowledges family priorities and addresses their concerns. Further, this match must be made within the context of appropriate interventions for the young child with disabilities (LeLaurin, 1992; McLean & Odom, 1996).

Develop a Shared Vision

Even with all of the above components in place, a shared vision is necessary to ensure that services match family preferences and needs. Professionals and administrators involved in service delivery must adhere to a family-centered approach to providing intervention. Efforts such as learning common words and phrases in the family's language and learning about traditions and customs related to child-rearing are two aspects of a culturally sensitive and responsive service system (Lynch &

Hanson, 1998). There is a concomitant need for leadership that promotes this way of interacting and serving families from diverse cultural and linguistic backgrounds. Harbin & West (1998) found that families were more receptive to services and the professionals providing them when an administrator or other individual in a position of authority created a climate of respect and open communication. The implication for facilitating helping relationships with families and professionals from dissimilar backgrounds is that there must be ongoing communication and collaboration to develop and reach goals for young children with disabilities and their families.

Evaluate Process and Outcomes

As with any service delivery system, evaluation must be continual. Feedback from service providers and recipients is essential. With the use of bicultural/bilingual staff, as well as community members and cultural guides, information can be collected in ways that match families' preferences. In turn, professionals can use this information to better match services to families and increase levels of service utilization.

Each agency, program, and community will need to develop comprehensive evaluation plans that correspond to the populations served. Whether through written surveys, face-to-face interviews or other, more personalized data collection measures, continual feedback from the families served about the effectiveness of the helpgiving relationship is a necessary component for all programs.

Families are more receptive to services and the professionals providing them when an administrator or other individual in a position of authority creates a climate of respect and open communication.

The preceding discussion points to the many facets of the helping relationship and its impact on service utilization for families from culturally and linguistically diverse backgrounds. It is imperative that the field embrace these differences between help-givers and help-receivers (Dunst et al., 1991; Lynch & Hanson, 1998; Trivette et al., 1996). It is only through this awareness and understanding that each family's unique beliefs, values, and preferences will be incorporated into helping relationships and increase utilization of early intervention services. Just as young children develop and grow, cultural competence and culturally sensitive services must continue to evolve to better meet the needs of all families.

Whether through written surveys, face-to-face interviews or other, more personalized data collection measures, continual feedback from the families served about the effectiveness of the helpgiving relationship is a necessary component for all programs.

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Correa, V. I. (1987). Working with Hispanic Parents of Visually Impaired Children: Cultural Implications. Journal of Visual Impairments and Blindness, 81 (6), 260-264.

Summary

This article discussed two challenges that teachers are confronted with when working with children with visual impairment from Hispanic families. First, teachers may find that families may have difficulty in accepting their child's visual impairment. Correa (1987) suggests that teachers should understand parents' reactions and help parents have positive parent-child interactions to foster their child's development. Second, teachers may have difficulty relating to families due to cultural and linguistic differences. In particular, professionals in early intervention programs must be more sensitive to cultural aspects because they provide services that involve the entire family and must incorporate their intervention into the families routines, roles, etc.

In order to help teachers understand Hispanic culture, Correa describes characteristics of the culture (e.g. strong belief in Catholicism, male dominated extended family system). In addition, Correa recommends ways that teachers can improve their relationship with their families. For example, teachers should include other family members in the intervention process. Teachers should use interpreters when necessary. In summary, Correa recommends that teachers should be well aware of and respect different cultural values and systems for effective intervention for children with visual impairments.

ANNOTATED BIBLIOGRAPHIES

Groce, N. E., & Zola, I. K. (1993). Multiculturalism, Chronic Illness, and Disability. Pediatrics, 91, 1048-1055.

Summary

This article discussed the current shift in the medical community from the focus on the hospital and the institution to the community of children with disabilities and chronic illness and their families. This change emphasizes the consideration of cultural differences (e.g. cultural attitudes and beliefs about disability and chronic illness) to provide better services to individuals with disabilities and chronic illness and their families.

The authors describe three major issues that medical professionals should consider when they work with people from different cultural backgrounds. First, culturally perceived causes of disability may impact the treatment of the disability and the illness. Second, expectations for survival may influence the involvement of the parents and family (e.g. neglecting of overprotecting their child with disabilities). With these cross-cultural perspectives in mind, the authors suggest changes in the United States legal and educational system and practices with children with disabilities or chronic illness from culturally and linguistically diverse groups.

Harry, B., & Kalyanpur, M. (1994). Cultural Underpinnings of Special Education: Implications for Professional Interactions with Culturally Diverse Families. Disability and Society, 9, 145-165.

Summary

This article describes two aspects regarding special education that relate to families from different cultural and linguistic backgrounds. First, the authors criticize the policies of special education based on mainstream cultural values that are different from other cultures in defining disability, the role of professionals, and the language of objectivity. Second, the authors provide various cross-cultural perspectives toward practices of special education, parenting styles, goal setting and cultural values, family and community concerns, and the pragmatics of communication.

The authors recommend that professionals' clear awareness of cultural variations may help them understand differences in cultural values and perspectives toward disabilities, special education, and child-rearing skills. This cultural sensibility will serve as a foundation in working with families from diverse cultures.

R Resources

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The Family-Centered Infant-Toddler Program: A Guide for Interpreters

[Video and Guide]

Karen Holbert

Summary

This video and accompanying guide provide information for North Carolina interpreters working with early intervention programs for infants and toddlers with disabilities. The guide gives an outline of the video and suggests study strategies. In addition, the guide provides a summary of interpreter roles and responsibilities and guidelines for family-centered interpreting. The need for respecting family autonomy, family uniqueness, and family strengths is emphasized. The material describes the components of the North Carolina Infant-Toddler Program, including referral to the program, program services, the Individualized Family Service Plan, and procedural safeguards. A dictionary of terms that doctors and early interventionists might use with families and a dictionary of early intervention words are provided in English and in Spanish.

Bibliographic Information

Karen Holbert. The Family-Centered Infant-Toddler Program: A Guide for Interpreters [Video and Guide] (1996). North Carolina Infant Toddler Program: Raleigh, NC (47 pages). Language: Spanish/English

Availability

May be ordered from:
North Carolina Infant Toddler Program • Department of Health and Human Services, Division of Early Intervention and Education • 1020 Richardson Drive, Royster Building • 2302 Mail Service Center • Raleigh, NC 27699 • (919) 715-7500 *phone* • (919) 733-3075 *fax* • duncan.munn@ncmail.net *e-mail*

Producer Information

Intended User Audience: This material was written for both English-speaking and Spanish-speaking early intervention professionals (e.g., administrators, service delivery personnel, paraprofessionals) and professionals from other disciplines (e.g., psychology, speech pathology). It can also be used with a wide range of audiences, for example, pre-service students, parents and family members, faculty trainers, and interpreters who are involved in early intervention services. Although the material was developed in North Carolina, it can be used across the U.S.

Producer Information (cont.)

Product Development: The guide and the video were developed with the assistance of the Cultural Diversity Committee in North Carolina. Many professionals from European American, Hispanic, African, and Hmong cultures participated in the development of the material. The first part of the guide was written in English, and can be applied to any language. The second part (e.g., the glossary of terminology) is translated in Spanish. The video in English can be helpful to professionals working in early intervention agencies in the U.S.

Product Evaluation: There was no formal evaluation with the material. However, it was reviewed by the Cultural Diverse Committee in North Carolina.

Product Dissemination: At this time, approximately 150 copies have been distributed to all the early intervention programs in North Carolina.

Mental Health in Head Start: A Partner for Families and A Discussion Guide to the Video Presentation of Mental Health in Head Start: A Partner for Families

[Video]

Kirsten A. Hansen

Summary

This 29-minute videotape recording with accompanying discussion guide presents information related to the importance of parents as their child's first teachers, mental health aspects of parenting, and how Head Start programs can support parents in building the mental health of their preschool children. The role of the Head Start Mental Health Coordinator, who connects families with mental health services, is described. The video then explores strategies parents can implement to provide a supportive environment and develop a child's emotional well-being.

Bibliographic Information

Kirsten A. Hansen. Mental Health in Head Start: A Partner for Families [Video] and A Discussion Guide to the Video Presentation of Mental Health in Head Start: A Partner for Families (1994). Head Start Bureau, U.S. Department of Health and Human Services: Alexandria, VA (20 pages). Language: English

Sponsoring Agency: Administration for Children, Youth, and Families; Head Start Bureau and the Public Health Service; Health Resources and Services Administration; Maternal and Child Health

Availability

May be ordered from:
Head Start Bureau, U.S. Department of Health and Human Services • Head Start Publications Management Center • Order Fulfillment Department • P.O. Box 26417 • Alexandria, VA 22313 • (703) 683-2878 *phone* • (703) 683-5769 *fax* • puborder@hskids-tmsc.org *e-mail* • http://www.hskids-tmsc.org/ *web*

Producer Information

Intended User Audience: The intended user audience is parents and families of Head Start children from all linguistic and cultural backgrounds.

Producer Information (cont.)

Product Development: Ms. Hansen holds a M.Ed. in Early Childhood Special Education. The children and families in the videotape are Head Start families from Head Start programs in the eastern portion of the U.S. The children and families are from several cultural and linguistic backgrounds, including European American, Native American, African American, and Vietnamese. The narrator of the introduction and explanatory segments is an actor, but Ms. Hansen wrote the script.

Product Evaluation: The videotape was evaluated during development through Head Start Programs.

Product Dissemination: Unknown quantities of the videotape have been disseminated throughout the U.S. (It was initially distributed to all Head Start programs.)

Achieving Healthy Outcomes for Children and Families of Diverse Cultural Backgrounds

Valerie S. Nelkin
Randi S. Malach

Summary

This monograph summarizes the results of the OPUS project, a project designed to improve services to children with special health care needs by developing a culturally responsive model that improves family-provider communication and collaboration. Project activities included conducting nationwide focus groups with families from four major cultural groups, meetings with provider/policy maker task force, a day-long conference with a group of consultants specializing in cultural diversity issues and health care, networking with cooperating agencies and national groups, an extensive literature review, and materials development and dissemination. Recommendations for health care professionals are provided and include: (1) accept the family's beliefs, values and practices; (2) learn about the culture of the community and the individual families you serve; (3) explain to families why you need information, why time and appointments are important, and how their child will benefit; (4) respect the family's cultural ideas, beliefs, values, and practices; and (5) support and elicit the participation of families in the education and training of providers. The monograph documents the background of the OPUS Project, methods used, and findings. The distinctively personal approach of gathering information from families and health care providers is illustrated throughout the document with quotes and stories from personal experience.

Bibliographic Information

Valerie S. Nelkin, Randi S. Malach. Achieving Healthy Outcomes for Children and Families of Diverse Cultural Backgrounds (1996). Southwest Communication Resources, Inc.: Bernalillo, NM (35 pages). Language: English

Availability

May be ordered from:
Southwest Communication Resources, Inc. • P.O. Box 788 • Bernalillo, NM 87004 • (505) 867-3396 *phone* • (505) 867-3398 *fax* • info@swcr.org *e-mail* • http://www.swcr.org/ *web*

Producer Information

Intended User Audience: This monograph was written for professionals working with children with special needs (and their families) from diverse backgrounds, especially Asian, Hispanic, African American and Native American.

Product Development: The focus groups were comprised of parents, professionals and community activists from various cultural backgrounds. The writers were health and education professionals, as well as technical writers.

Product Evaluation: No formal evaluation has been conducted on this material.

Product Dissemination: An unknown quantity of these reports has been disseminated nationally and internationally.

A Place to Begin: Working with Parents on Issues of Diversity

Dora Pulido-Tobiassen
Janet Gonzalez-Mena

Summary
This book is intended for teachers giving suggestions to parents about how to handle various situations related to child development. For example, there are suggestions for what parents can do when their child has been affected in some way by prejudice and racism. It provides guidance on how parents can support children in becoming bilingual and growing up with a positive sense of self. The book contains five chapters as well as a bibliography and a resource list. Chapter One is entitled "Differences in Child Rearing: Understanding Cultural Differences and Working with Parents Toward the Best Choices for Their Children." Chapter Two is entitled "The Power of Racism in the World That Children are Growing Up In." This chapter is about partnering parents to help children stand up against racism. Chapter Three is entitled "Supporting Healthy Identity Development: Celebrating the Uniqueness." Chapter Four is entitled "Language and Bilingualism: Fostering Children who are Bilingual." Chapter Five, the final chapter, is entitled "The Powerful Role of Child Care: An Exciting Opportunity, A Huge Responsibility."

Bibliographic Information
Dora Pulido-Tobiassen, Janet Gonzalez-Mena. A Place to Begin: Working with Parents on Issues of Diversity (1999). California Tomorrow: Oakland, CA (128 pages). Language: English

Availability
May be ordered from:
California Tomorrow • 1904 Franklin Street, Suite 300 • Oakland, CA 94612 • (510) 496-0220 *phone* • (510) 496-0225 *fax* • info@californiatomorrow.org *e-mail* • http://www.californiatomorrow.org/ *web*

Producer Information
Intended User Audience: The intended user audience is parents/family members, service providers, and administrators in early childhood education as well as the health and social service fields. This material can be used both as an introductory text and as a text for more advanced levels. It is intended for individuals from all cultural and linguistic groups, including European Americans as well as diverse groups.

Producer Information (cont.)

Product Development: Two trainers in early childhood education developed this material. Both authors are from bicultural families. One is bilingual in Spanish and English (Pulido-Tobiassen). Outside consultants participated in translating the accompanying handouts into Chinese, Vietnamese, and Spanish.

Product Evaluation: At the present time, informal evaluation has been collected on both the design and content of this material. In terms of design, trainees find it easy to read and "accessible." In terms of content, feedback has been positive. Trainees have represented a variety of cultural and linguistic groups (e.g., Asian, Latino).

Product Dissemination: At the present time, this material has only been disseminated through local training efforts, primarily in the state of California and national conferences. Approximately 170 copies have been disseminated as of Nov 9, 1999.

Building Bridges. Lessons Learned in Family-Centered Interprofessional Collaboration: Year Three

The Health and Education Collaboration Project
Hawaii Medical Association

Summary

This monograph is the third-year report of the Health and Education Collaboration Project (HEC), directed by the Hawaii Medical Association, whose purpose is to develop, test, and disseminate a model for family-centered, interprofessional training and service delivery. At the heart of the demonstration effort is the Healthy and Ready to Learn Center (HRTL). The Center offers family-centered services from an interprofessional and collaborative model, an emergent model of support based on the understanding that children grow up in complex environments. The report's sections are the following: (a) "What Is Family-Centered Interprofessional Collaboration?"; (b) "Seven Principles of Family-Centered Interprofessional Collaboration"; (c) "Health and Education Collaboration Background"; (d) "Implementation of Family-Centered Interprofessional Collaboration" (Year One, Year Two, Year Three, Health and Ready to Learn Center); (e) "Developmental Stages and Lessons Learned" (Building a Shared Vision; Staff Development; Training; Evaluation, Feedback, and Refinement; Dissemination); (f) "Implications for Future Interprofessional Collaboration Efforts"; (g) "Practice Examples of the Principles of Family-Centered Interprofessional Collaboration"; and (h)"Summary." Appendices include information on training, project updates, and project committee members.

Bibliographic Information

The Health and Education Collaboration Project, Hawaii Medical Association. Building Bridges. Lessons Learned in Family-Centered Interprofessional Collaboration: Year Three (1997). Health and Education Collaboration Project, Hawaii Medical Association: Honolulu, HI (46 pages). Language: English

Availability

May be ordered from:
Health and Education Collaboration Project, Hawaii Medical Association • 1360 South Beretenia Street • Honolulu, HI 96814 • (808) 536-7702 *phone* • (808) 528-2376 *fax*

Available online on the CLAS Web site.

Producer Information

Intended User Audience: This module was written primarily for faculty trainers in the fields of pediatric medicine, social work, nursing, early childhood special education/ early intervention, and early childhood education. It may also be useful for advanced pre-service students in medicine, nursing, social work, early childhood special education/early intervention, and early childhood education. It provides advanced level information for faculty trainers and pre-service students. The module was written for faculty trainers and pre-service students who are proficient in English. This module was developed for individuals working in the medical and social work fields. It was piloted at a center in rural West-Oahu, but is intended to be useful to medical and social work personnel and students across the nation.

Product Development: This material was developed as part of the Health and Education Collaboration Project funded by the Maternal and Child Health Bureau. Pediatric and social work faculty trainers participated in the development of this material. In general, participants represented the general Hawaiian population (Caucasian, Chinese, Japanese, Hawaiian, and Pilipino).

Product Evaluation: Evaluation of this manual was done in Hawaii. Evaluation participants included program administrators, faculty trainers and medical center administrators in the fields of medicine, nursing, social work, early childhood special education/early intervention, and early education childhood education. In general, participants represented the general Hawaiian population (Caucasian, Chinese, Japanese, Hawaiian, and Pilipino).

Product Dissemination: As of 1998, 800 copies had been distributed to medical professional associations, NAEYC, and NASW state chapter affiliates all across the United States.

Celebrating Family Literacy through Intergenerational Programming - Part III – Family Literacy in Multicultural Settings

Margaret Matthias
Beverly Gulley

Summary

Designed for administrators, educators, and people interested in children's learning, this book explores ways to reawaken parents' understanding of their role as their children's first teachers. The volume is divided into four major sections. Part 1, which provides a background and rationale for developing intergenerational programming in support of family literacy, strongly supports a new focus on educating families rather than children or adults alone, provides background information about family programming, and introduces a family literacy statute. Part 2 describes three family literacy programs that focus on adults and children reading storybooks together, emphasizing give-and-take as the basis for intergenerational communication. Part 3 examines family literacy in multicultural settings, describing multilingual communities as treasure chests of linguistic and cultural riches and warns that educators can either tap and nurture these riches, or preside over their rapid demise. Part 4 addresses the practitioner who may be working alone or with a team to generate increased parent participation in children's learning, and suggests methods to encourage parent-child interaction in a literacy context. The epilogue is a reaffirmation of parenting, pointing out that the growing awareness of the family's critical contribution to children's learning underscores the need to create educational programs that are more comprehensive and holistic. Most of the chapters contain references.

Bibliographic Information

Margaret Matthias, Beverly Gulley. Celebrating Family Literacy through Intergenerational Programming - Part III - Family Literacy in Multicultural Settings (1995). Association for Childhood Education International: Olney, MD (96 pages). Language: English

Availability

May be ordered from:
Association for Childhood Education International • 17904 Georgia Avenue, #215 • Olney, MD 17904 • (800) 423-3563 *phone*

Producer Information

Intended User Audience: This book was written for those responsible for community programs in literacy, parenting, and early childhood education. It is designed for administrators, adult educators, preschool teachers, teachers of primary age children, and anyone interested in children's learning. It is also a resource for an early childhood education curriculum. Educators now recognize families' rich contributions to their children's learning and know the importance of a family and community partnership to develop the most supportive of all environments for children's learning.

Product Development: The book is comprised of articles written by a variety of educators and administrators in multicultural education, early childhood education, and teacher education. The backgrounds of the writers include Native American, African American, Asian American, and European American.

Product Evaluation: The book was reviewed by a publication committee of the Association for Childhood Education International. This committee included a wide variety of educators and teacher-trainers at all levels and from several cultural and linguistic backgrounds.

Product Dissemination: Unknown

Creando una Familia Fuerte. Building a Strong Family: A Handbook for Hispanic/Latino Parents

Terry Beth Hallfin
Jesus Villaseñor
Kathy Cohen

Summary
This handbook presents four stories in both Spanish and English, addressing cultural conflicts and other issues Hispanic/Latino parents often encounter raising children in the United States. Stories include advice on parenting skills and strategies, and explore such challenges as setting limits, disciplining children, establishing children's health care and nutritional needs, preparing children for entering public school, identifying children's social and emotional needs, and minimizing conflicts between Hispanic/Latino traditional and Western modern medicine.

Bibliographic Information
Terry Beth Hallfin, Jesus Villasenor, Kathy Cohen. Creando una Familia Fuerte. Building a Strong Family: A Handbook for Hispanic/Latino Parents (1997). PACER Center, Inc.: Minneapolis, MN (65 pages). Language: Spanish/English

Availability
May be ordered from:
PACER Center, Inc. • 4826 Chicago Avenue South • Minneapolis, MN 55417 • (888) 248-0822 *phone* • (612) 827-3065 *fax* • pacer@pacer.org *e-mail* • http://www.pacer.org/ *web*

Producer Information
Intended User Audience: This material was written primarily for Hispanic parents and family members, but it is intended to provide insights for parent advocates and service delivery personnel across a variety of fields as well. Although the handbook was developed in Minnesota, it was not intended to be specific to any geographic locale; the handbook is intended for use anywhere there are Hispanic families in the U.S.

Producer Information (cont.)

Product Development: Building a Strong Family was developed with funding from the Minnesota Children's Trust Fund to the PACER Center, which is a Parent Training and Information Center. The handbook was developed with the assistance of Hispanic parents and an Hispanic parent advocate employed by PACER, as well as other PACER staff members (with Euro-American backgrounds). The translator was Jesus Villasenor of the PACER Center.

Product Evaluation: A one page evaluation (written in Spanish and English) is included at the end of the handbook. This evaluation effort is ongoing; there are no results to report as of yet.

Product Dissemination: Only a small number (estimated 30 copies) of this handbook have been disseminated to parents in the Twin City area (Minnesota). Thirty-eight copies were distributed to other Parent Training and Information Center's across the country.

Project Prepare: Family Collaboration: Modules Competency-Based Personnel Preparation in Early Childhood Education

Sally E. Pisarchick
Phillip Safford
Judith Stahlman
Barbara Winzenried
Janet Adkins
Marlene Graf
Ron Pepple
Roxanne Welsh

Summary

One of nine competency-based training modules for personnel preparation in early childhood special education, this guide focuses on family collaboration. All modules are adaptable for use with a general audience, direct service personnel, or administrators and are based on the following principles of the Ohio Department of Education's Division of Early Childhood Education: developmentally appropriate practice; integration of children with disabilities with typically developing peers; collaborative relationships with families; attention to individual needs; and provision for and valuing of diversity among young children and their families. Modules are intended to be used in whole or in part, in groups or for self-instruction. Each module comprises goals; competencies (knowledge, skill, and values and attitudes); and objectives, with a matrix for each objective identifying enabling activities, resources, and leader notes. Relevant handouts, forms, and readings are provided for each objective. This module has the following five themes: (a) understanding and developing a working relationship between parents and professionals; (b) understanding family dynamics and building on family strengths; (c) enabling families to provide a supportive learning environment; (d) providing collaborative planning to assist families making program choices; and (e) linking families to appropriate related services.

Bibliographic Information

Sally E. Pisarchick, Phillip Safford, Judith Stahlman, Barbara Winzenried, Janet Adkins, Marlene Graf, Ron Pepple, Roxanne Welsh. Project Prepare: Family Collaboration: Modules Competency-Based Personnel Preparation in Early Childhood Education (1995). Ohio Department of Education: Columbus, OH (393 pages). Language: English

Availability

May be ordered from:
Ohio Department of Education • Division of Early Childhood Education • Information Dissemination • 470 Glenmont Avenue • Columbus, OH 43214 • (614) 262-4545 *phone* • 614-262-1070 *fax* • http://www.ode.state.oh.us/ece/ *web*

Availability (cont.)

Available for loan only from the Ohio Dept of Education or affiliate. Available from the ERIC Document Reproduction Service. Call 1-800-443-3742 or visit http://edrs.com. ***Contact ERIC regarding price.***

Producer Information

Intended User Audience: This model is intended for administrators, parents, students, faculty/trainers, paraprofessionals, and service delivery personnel. The model is intended for professionals in the field of early intervention and early childhood special education at an advanced level. The material speaks to the needs of multicultural groups, though it is only available in English. The material is designed for both in-service training of professionals and for parent education.

Product Development: The material was researched and developed by teams of service personnel with leadership provided by a director/research team. Administrators, parents, faculty, service delivery personnel and paraprofessional participated in the development of this material. Those who participated in the development were from a variety of disciplines, including the following: audiology, early intervention/ early childhood special education, occupational therapy, psychology, nursing, family therapy, physical therapy, and speech pathology.

Product Evaluation: The material was evaluated by the following groups: a steering committee comprised of local leadership in early childhood with state and regional leaders from Ohio, a reactor panel, university leadership, the members of the 8 teams involved in the development of the other 8 modules. The material was field-tested in the state of Ohio. Participants in the evaluation included representatives from European American, African American, and Puerto Rican groups.

Product Dissemination: Approximately 400 sets of Project Prepare have been distributed. The modules have been distributed through the Ohio Department of Education Special Regional Service Center to directors of Ohio early childhood programs, instructional resource coordinators, higher education trainers in early childhood, and supervisors of early childhood programs.

Strategies for Working with Culturally Diverse Communities and Clients

Elizabeth Randall-David

Summary

This guide, originally written to aid in the identification and education of ethnic minority patients with hemophilia, has been published to assist community groups in a range of educational, medical, and social service outreach efforts. It begins with two introductory chapters on ethnic identity and intergroup relations. Chapter 3 offers suggestions for learning about the target community. Chapter 4 contains guidelines for locating community groups and individual clients who require education, counseling, and/or treatment. Chapter 5 discusses the use of interpreters to enhance cross-cultural communication. Chapter 6 provides practical information on working people with Amish, Asian American, Black American, Haitian, and Hispanic backgrounds. A bibliography of 67 items follows. Appendix A contains a list of assessment questions to aid the user in understanding medical systems within different cultural contexts. Appendix B contains Bloch's Ethnic/Cultural Assessment Guide, an outline for interviewers. Appendix C is a list of names and addresses of organizations serving culturally diverse communities.

Bibliographic Information

Elizabeth Randall-David. Strategies for Working with Culturally Diverse Communities and Clients (1989). Association for the Care of Children's Health: Mt. Royal, NJ (96 pages). Language: English

Availability

May be ordered from:
Association for the Care of Children's Health • 19 Mantua Road •
Mt. Royal, NJ 08061 • (609) 224-1742 *phone* • 609-423-3420 *fax*

Producer Information

Intended User Audience: This was written for health care providers of patients with hemophilia. However, it is applicable to all those working with diverse populations concerning a variety of health issues.

Producer Information (cont.)

Product Development: This guide was developed through a cooperative agreement with a medical school. It was developed by a medical anthropologist along with the Community Outreach Demonstration Project Task Force and an advisory board comprised of a variety of professional members. The Task Force included Euro-American, Haitan, Latino and African American members.

Product Evaluation: The material has not been formally evaluated.

Product Dissemination: Approximately 30,000 copies have been distributed throughout the U.S.A.

Teams in Early Intervention: Family Module

Polly Arango
Debra Garcia
Gail Chasey Beam

Summary

Project TIE (Teams in Early Intervention) was conceptualized to meet the need for the following: (a) involvement of formerly "ancillary" service professionals in early intervention for children with disabilities, (b) high quality family-centered services, and (c) training in the team approach. The project provides training to four groups that might constitute an early intervention team: speech/language pathologists, motor therapists, health care professionals, and family members. This training module emphasizes the importance of the family as the basis in delivering early intervention services. The first section, "Pathways to Teaming," outlines reasons for consulting with families; presents a framework for effective communication; emphasizes the importance of viewing the child from a holistic perspective and taking time to build a relationship between family and professional; and offers family-centered principles for speech/language pathologists, occupational/physical therapists, and health care professionals. The second section, "A Framework for Early Intervention," points out the need to determine what other team members want from families and offers a mechanism whereby family expertise can be applied to the Performance Competence Model to determine how children interact with their environment. Five handouts and overheads are appended.

Bibliographic Information

Polly Arango, Debra Garcia, Gail Chasey Beam. Teams in Early Intervention: Family Module (1993). Center for Family & Community Partnerships: Albuquerque, NM (14 pages). Language: English

Availability

May be ordered from:
Center for Family & Community Partnerships • c/o Dr. Meave Stevens Dominguez • Room 378, Hokona Hall - COE/UNM • Albuquerque, NM 87131 •
(505) 277-9918 *phone*

Contact producer regarding price.

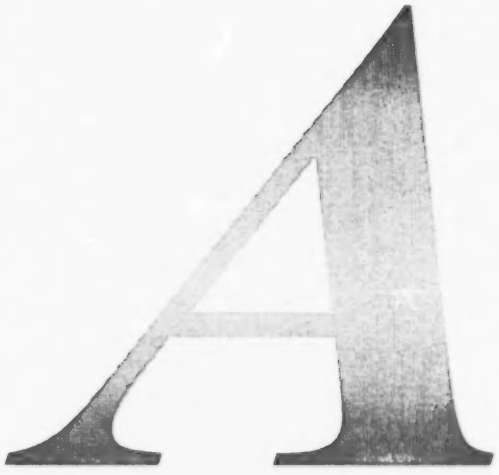
Producer Information

Intended User Audience: The intended audience is providers of early intervention services in multiple disciplines, it is primarily for team use.

Product Development: Family members with children with developmental disabilities and professionals from multiple disciplines, such as educational diagnosis, educational psychology, speech language pathology, and early childhood special education developed the manual. The developers include Native Americans, Hispanics, Asian Americans, African Americans, and European Americans.

Product Evaluation: These modules have not been formally evaluated but were informally field-tested during development.

Product Dissemination: There have been approximately 150 copies disseminated in the U.S.A.



About C·L·A·S

About the CLAS Early Childhood Research Institute

Early Childhood Research Institute on Culturally and Linguistically Appropriate Services

University of Illinois at Urbana-Champaign
The Council for Exceptional Children
University of Wisconsin-Milwaukee
ERIC Clearinghouse on Elementary and Early Childhood Education
ERIC Clearinghouse on Disabilities and Gifted Education

Overview

The Early Childhood Research Institute on Culturally and Linguistically Appropriate Services (CLAS) is a federally-funded collaborative effort of the University of Illinois at Urbana-Champaign, The Council for Exceptional Children, the University of Wisconsin-Milwaukee, the ERIC Clearinghouse on Elementary and Early Childhood Education, and the ERIC Clearinghouse on Disabilities and Gifted Education. The CLAS Institute is funded by the Office of Special Education Programs of the U.S. Department of Education.

C·L·A·S
Culturally & Linguistically Appropriate Services
Early Childhood Research Institute

The CLAS Institute identifies, evaluates, and promotes effective and appropriate early intervention practices and preschool practices that are sensitive and respectful to children and families from culturally and linguistically diverse backgrounds. CLAS has several basic assumptions which define and guide its work. CLAS' goals are outlined below, as well as some of the issues and concerns important to our work. Finally, a brief overview is included about the outcomes we anticipate accomplishing by the end of this project.

Assumptions

We adhere to the following fundamental beliefs in our research, training and dissemination activities:

Assumptions About Culture and Language:

1. Individuals and families are members of multiple cultures.
2. Cultures are multi-faceted and dynamic.
3. Multilingualism is an asset.
4. A solid foundation in one's primary language contributes to acquisition of a second language.
5. Cultural competence is a process entailing lifelong learning.

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ABOUT THE CLAS INSTITUTE

6. Many people have not had an equal voice, equal representation or equal access to health and education services. We recognize that institutional racism continues and will address issues of access and equity in the search, review, and dissemination of materials.
7. Beliefs and attitudes about culture and language shape outcomes; positive beliefs contribute to inclusiveness; negative beliefs undermine it.

Assumptions About the Work of the Institute:

1. Culturally and linguistically diverse practitioners and families will be involved in the work of the Institute as advisors, reviewers, and evaluators.
2. Materials will reflect the intersection of culture and language, disabilities and child development.
3. A range of strategies or approaches will be identified from which practitioners, families, and researchers can make an informed selection of practices or materials. In our dissemination of reviewed materials, we will not advise or prescribe solutions but will facilitate better questions regarding material selection.
4. Products will be "user amorous" and our evaluation will in part focus on the usability and impact of these products.

The work of the Institute is complex, challenging, and developmental in nature.

Goals

The CLAS Institute identifies, collects, reviews, catalogs, abstracts, and describes materials and practices developed for children and families from culturally and linguistically diverse backgrounds, and professionals who work with them. In the latter years of this five-year Institute, CLAS will identify gaps in existing materials and practices, prepare translations of a limited number of materials, and pilot-test a limited number of promising materials to ensure that effective early intervention practices are available to families and service providers who work with them. CLAS will:

1. Create a resource bank and catalog of validated culturally and linguistically appropriate materials, and of documented effective strategies, for early intervention and preschool services.
2. Conduct a review of materials by experts in the fields of early childhood education, early intervention/early childhood special education, and in multicultural education, considering issues not only of effectiveness but also of social, cultural, and linguistic acceptability to children and families from culturally and linguistically diverse backgrounds.
3. Evaluate and validate selected materials through field testing of the materials with culturally and linguistically diverse backgrounds.
4. Disseminate reviewed materials and practices that meet the dual criteria of (1) effectiveness and (2) cultural and linguistic appropriateness for all relevant stakeholders.

About the Authors

Deborah A. Bruns, Ph.D.

University of Illinois at Urbana-Champaign • 51 Gerty Drive • Champaign, IL 61820

Debbie is a recent graduate of the Department of Special Education at the University of Illinois at Urbana-Champaign. She was a graduate research assistant with the CLAS Institute for three years. During this time, she participated in writing several publications, editing reviews of materials, and assisting with acquisitions efforts. She has written and presented about early childhood transition and parent-professional relationships. Before pursuing her doctorate, Debbie was an educational therapist in New York City. She worked with infants, toddlers, and preschoolers with a variety of medical and neurological conditions and representing a variety of cultural and linguistic backgrounds. At present, Debbie is consulting with several organizations in Illinois and Indiana, including a children's hospital and a residential school for students with severe disabilities. Her focus continues to be on developmentally and culturally appropriate services for young children and their families.

Deborah Chen, Ph.D.

California State University-Northridge • 18111 Nordhoff Street • Northridge, CA 91330-8265

Deborah is a professor in the Department of Special Education at California State University, Northridge. She is a faculty collaborator of the CLAS Early Childhood Research Institute. Her research and personnel preparation interests include early intervention with infants who have multiple disabilities, visual impairments and hearing loss; caregiver interactions with infants who have multiple disabilities; and effective strategies for working with families of diverse cultural and linguistic backgrounds. Her publications are focused on these areas. She has co-authored several training videos and manuals including *Culturally Responsive And Family Focused Training* and *Conversations For Three: Communicating Through Interpreters*. Recently, she coauthored *Working with Children from Culturally Diverse Backgrounds*. Deborah has been invited to conduct short courses in Australia, Canada, the Netherlands, Thailand and Taiwan.

About the Authors (cont.)

Robert M. Corso, Ph.D.

University of Illinois at Urbana-Champaign • 51 Gerty Drive • Champaign, IL 61820

Rob is the Coordinator for the CLAS Early Childhood Research Institute. In addition to his work in program evaluation, he has been an administrator for several health and human service programs, including early intervention services, Head Start, and preschool programming. He has worked both in the midwest and southwest with children and families from diverse backgrounds, many of whom have been second language learners. Rob has co-authored articles on culture and language in early childhood special education, and is involved in several projects examining the research and policy issues of accounting for culture as a variable in early childhood special education services.

Mary McLean, Ph.D.

University of Wisconsin-Milwaukee • Exceptional Education • Milwaukee, WI 53201

Mary is a professor in the Department of Exceptional Education at the University of Wisconsin-Milwaukee, where she is also Director of the Early Childhood Research Center. Formerly she was head of the early childhood special education program at University of North Dakota, where she directed a program preparing early intervention personnel for rural and reservation areas. She has used interactive video technology to train early intervention personnel on the reservations and rural areas of North Dakota. She has written a textbook on assessment in conjunction with Don Bailey and Mark Wolery. She is also a coauthor of two books on recommended practices in early intervention/ early childhood special education.

For more information on the CLAS Early Childhood Research Institute ...

Contact Amy Santos or Rob Corso (Project Coordinators) or Ron Banks (Information Specialist):

Early Childhood Research Institute on
Culturally and Linguistically Appropriate Services
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http://clas.uiuc.edu/ *web*
clas@ericps.crc.uiuc.edu *e-mail*

CLAS Technical Report Topics:

Child Assessment

Child Find

Cross-Cultural Considerations

- CLAS Mission
- Cross-Cultural Communication
- Cross-Cultural Conceptions of Child-Rearing
- Cultural Definitions and Issues
- View of Disability

Deaf Parents and Their Hearing Children

Family Information Gathering

Family Support Services

Helping Relationships and Service Utilization

Motor Skills Interventions

Parent-Infant Interaction

Personnel Preparation

Second-Language Acquisition

Transition

Visual Impairment

Working with Interpreters

IDEAs that Work

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Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

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